



4-H
Child Development
Helper's Guide

Building Today's Youth
for a Bright Future



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Welcome to Child Development

Child Development is a series of activity guides that consists of five publications:

- *Building a Bright Beginning*, 4-H-973, Child Development A for youth in Grades 3-4. It deals with infants and toddlers, or children from birth to age 3.
- *Building Blocks of Learning*, 4-H-974, Child Development B for youth in Grades 5-6, which deals with preschool children, ages 3 to 6.
- *Building a Strong Foundation*, 4-H-975, Child Development C for youth in Grades 7-9. It deals with school-age children, or ages 6 to 12.
- *Building Relationships for a Brighter Tomorrow*, 4-H-976, Child Development D for youth in Grades 10-12. It focuses on cooperating with others to apply the child development knowledge gained in the three previous levels.
- This helper's guide, *Building Today's Youth for a Bright Future*, 4-H 977-W, is available online at www.ces.purdue.edu/extmedia/4h.htm#5

Note to Helpers/Leaders

Congratulations on your decision to be a “helper” to young people involved in the 4-H Child Development project. The helper's role is critical in providing an opportunity for youth to learn and grow in a supportive environment. This guide is designed to provide you with tips for working with young people.

Your role as a helper is very important to the educational experience of the young person. The 4-H Child Development project is for youths who want to learn more about child development and themselves. Helpers can be volunteers or professionals, older youth or adults; it depends on the learning environment. As the helper, you play a key role in helping youth learn about child development and themselves. You can help through your enthusiasm and thought-provoking questions. With your help, youth will set goals, find resources and evaluate their own progress as they complete each step of the Child Development curriculum.

The Child Development curriculum is designed to help young people develop knowledge regarding children in the areas of development, health and safety, food and nutrition, discipline, and families and careers. It also develops life skills. The learn-by-doing activities can be adapted to family, classroom, home school, club, and other educational settings.

The four activity guides were written to be developmentally appropriate for specific grades, but they may be used by youth in any grade depending on their interest, skills, and experience. Each guide includes child development information, learning activities, a discovery section, additional factual information, suggestions for additional activities, and exhibit information. You will also find ideas that will be helpful for demonstrations and community involvement activities. Each guide also includes an achievement sheet and record sheets, action demonstration information and checklist, and sample child development scorecards and activity cards. You may go to the Web site www.four-h.purdue.edu for additional copies of the record sheets and scorecards.



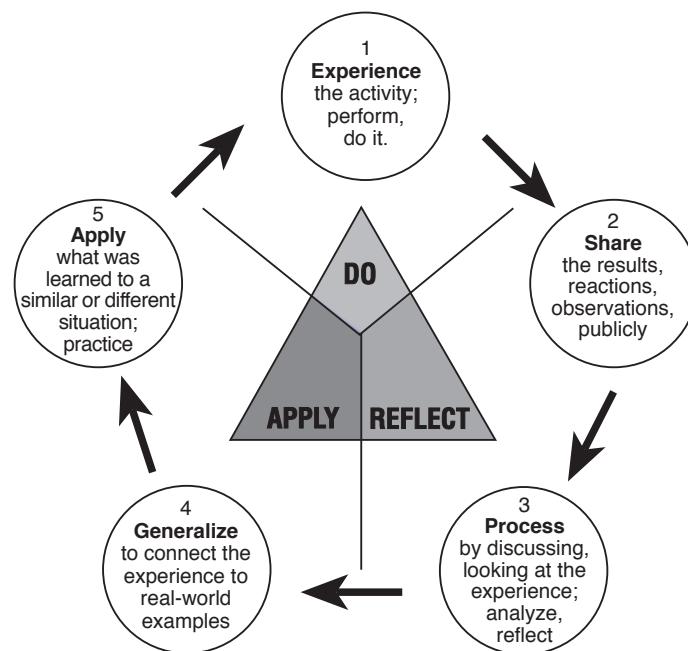
Experiential Learning Model

“Learning by doing” is one of the primary reasons 4-H has been so widely recognized and respected in the field of non-formal education. Experiential learning distinguishes 4-H youth development education from many formal educational methods. Activities are designed so youths “learn by doing” an activity. Project helpers guide youths as they explore an activity.

The experiential model and its five steps are incorporated into each activity in this curriculum to help youths gain the most from the experience.

The five steps encourage the youths to try to do the activity before being told or shown how (experience) As the helper, you’ll want to help the youths describe what they experience and their reaction (share). You can use the questions listed at the end of each activity to help the youths:

- Discuss what was the most important about what they did (process)
- Relate the life skill practiced to their own everyday experiences (generalize)
- Share how they will use the life skills and project skills in other parts of their lives (apply)





Developing Subject Matter Skills and Life Skills

The Child Development Curriculum is designed to help youth develop both subject matter skills and youth development skills, or life skills. Subject matter skills are specific to the child development subject matter, such as learning how to keep children safe and preparing healthy snacks for children. Youth development skills are developed during the process of doing an activity, and they are useful long after the member completes the project.

Some of the youth development skills are planning and organizing, processing information, solving problems, achieving goals, learning to learn, and critical thinking. Each activity lists the life skill and project skill that are being learned.

Subject Matter Skills

This child development curriculum divides the subject matter skills into five categories, which correspond to the chapter titles in each 4-H manual. Each category contains a variety of focused activities related to the subject matter. The five categories are:

- Child development
- Health and safety
- Foods and nutrition
- Guidance
- Families and careers

Each manual includes an overview of child development entitled “What Is Child Development?” (The following section is taken from Child Development C and D manuals. [A and B manuals include the same information, but written at a slightly lower reading level].)



What Is Child Development?

In Child Development A, B, and C you learned that development means the growing and changing that people go through as they get older. There are differences among people in how they develop. But there are many things that happen in basically the same way for everyone. Child development is a focus on children's development from birth through 12 years of age.

The following information is a review of some of the basic principles of child development.

Development

Children may grow and develop at different rates, but their development still is considered normal. Even though a child may do some things earlier, some things later, and some things differently from another child, their development still is normal. Some children need extra help because they have special needs. Development covers the general areas of social, emotional, cognitive, and physical growth.

Brain Development

The first three years of a child's life are critical for brain development. Children are born with over 100 billion brain cells. These brain cells immediately begin making connections. These connections affect the child's growth and development. When a baby is born, he can already tell his mother's voice from another adult's.

Play

Play helps build a child's brain. When a baby hears, sees, touches, tastes, or smells something, messages are sent to her brain. A "connection" is made, and the brain grows. This is very important in the first three years of life. Everything you do and say to a baby helps "wire" the baby's brain so she can think, feel, move, and learn!

Developmentally Appropriate Practice (DAP)

Developmentally Appropriate Practice (DAP) is a term used in the field of early childhood education to describe activities or "practices" that are appropriate for a child's age and developmental level. It is based on knowledge about how children grow and learn and how to best support their development. It is also based on the principle that all children are different and have different strengths, interests and needs. Activities in the 4-H Child Development project are developmentally appropriate. When activities are developmentally appropriate, they are not too easy or too hard. They are just right and help children to learn and develop skills.

Skills

Children develop skills to live in their environment. For example, they learn to solve problems and to classify and organize information. Developmentally appropriate practices and activities help children to develop to grow and to develop their physical, social, emotional, and cognitive skills. The following definitions describe these words.

- Physical growth – Development of the human body.
- Social growth – Gaining the ability to relate to and interact with others.
- Emotional growth – Learning to express feelings in an appropriate manner and to manage emotions when interacting with others.
- Cognitive growth – This means mental development. It refers to the ability to think and reason and to use the mind to make logical decisions.

Continue to enjoy your journey into the field of child development!

Youth Development Skills

The youth development skills involved in this curriculum are taken from the Four-Fold Youth Development Model. The model encompasses the skills that a young person needs to become a confident, capable, caring, and responsible citizen (Barkman, et. al. 1999). Skills are grouped into the four H's in the 4-H clover—Head, Heart, Hands, and Health.

Four-Fold Youth Development Model

HEAD	HEART	HANDS	HEALTH
Utilizing scientific methods	Communicating	Mastering technology	Being responsible
Processing information	Interacting socially	Learning through community service	Developing self-esteem
Understanding systems	Cooperating	Volunteering	Managing yourself
Managing resources	Sharing	Being a responsible citizen	Practicing integrity & character
Practicing creativity	Resolving conflicts	Working in a team	Developing a sense of purpose
Making decisions	Valuing social justice	Exercising leadership	Developing a positive view of the future
Solving problems	Valuing diversity	Completing a project/task	Utilizing resistance skills
Visualizing information	Building relationships	Motivating yourself	Being resilient
Learning to learn	Caring for others		Managing stress
Reasoning	Being empathetic		Making healthy lifestyle choices
Thinking critically			Preventing personal injury
Keeping records			Expressing emotions positively
Planning & organizing			Preventing disease
Achieving goals			
Navigating in your environment			
Working with numbers			



4-H Child Development Curriculum and the Indiana Academic Standards

Child Development Level A, Grades 3 and 4

(These are all English/Language Arts Standards)

Chapter 1 – The Developing Child

Can You Find Me?

Standard 1, 3.1.5

Standard 2, 4.2.4

Where Is It?

Standard 1, 3.1.5

Standard 2, 4.2.4

Stacking Blocks

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 2 – Keeping Safe and Healthy

This Is the Way We Wash Our Hands

Standard 1, 3.1.5

Standard 2, 4.2.4

Standard 3, 3.3.5

Standard 3, 3.3.6

Home Hazard Hunt

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 3 – What’s Good to Eat?

Exploring Cooking Utensils

Standard 1, 3.1.5

Standard 2, 4.2.4

Food-Sorting Experience

Standard 1, 3.1.5

Standard 2, 4.2.4

Healthy Snacks Word Search

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 4 – Guiding Behavior

Infant Emotions

Standard 1, 3.1.5

Standard 2, 4.2.4

Toddler Behavior

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 5 – My Family, My Life

Family Banner

Standard 1, 3.1.5

Standard 2, 4.2.4

When I Was Little

Standard 1, 3.1.5

Standard 2, 4.2.4

When I Grow Up ... What Will I Be?

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 4 – Guiding Behavior

Infant Emotions

Standard 1, 3.1.5

Standard 2, 4.2.4

Toddler Behavior

Standard 1, 3.1.5

Standard 2, 4.2.4

Chapter 5 – My Family, My Life

Family Banner

Standard 1, 3.1.5

Standard 2, 4.2.4

When I Was Little

Standard 1, 3.1.5

Standard 2, 4.2.4

When I Grow Up ... What Will I Be?

Standard 1, 3.1.5

Standard 2, 4.2.4

Child Development Level B, Grades 5 and 6

Chapter 1 – The Developing Child Grade 5 Grade 6

(These are all English/Language Arts Standards)

Parent Talk	Standard 4, 5.4.1	Standard 4, 6.4.1
Make Your Own Playdough	Standard 7, 5.7.1	
Story Telling with a Felt Board	Standard 7, 5.7.9	Standard 7, 6.7.1
Ring Toss	Standard 7, 5.7.1	Standard 7, 6.7.5

Chapter 2 – Keeping Safe and Healthy

(These are all English/Language Arts Standards)

Guide for Babysitting	Standard 4, 5.4.6	Standard 4, 6.4.7
Handling Special Situations	Standard 4, 5.4.1	Standard 4, 6.4.1

Chapter 3 – What’s Good to Eat?

Kids Cook		Family and Consumer Sciences Standard 4, 6.4.4 Standard 1, 1.4
Healthy Eating	Health Education Standard 6, 5.6.1	Health Education Standard 6, 6.6.1

Chapter 4 – Guiding Behavior

(These are all English/Language Arts Standards)

Challenging Behaviors	Standard 4, 5.4.1	Standard 4, 6.4.1
Timely Transitions	Standard 4, 5.4.1	Standard 4, 6.4.1
Expectations	Standard 7, 5.7.1	Standard 7, 6.7.5

Chapter 5 – My Family, My Life

Family Appreciation Night	Health Standard 5, 5.5.4	Health Standard 5, 6.5.4 Family and Consumer Sciences Standard 2, 2.2
Careers Working with Children	Health Standard 4, 5.4.1	Health Standard 4, 6.4.1 Family and Consumer Sciences Standard 3, 3.3



Child Development Level C, Grades 7, 8, and 9

Chapter 1 – The Developing Child

(These are all Family and Consumer Sciences Standards)

Make a Prop Box	Standard 2, 2.6
Circle of Friendship	Standard 2, 2.1

Chapter 2 – Keeping Safe and Healthy

(These are all Family and Consumer Sciences Standards)

Deadly “Look-Alikes”	Standard 2, 2.6
First Aid Firsts	Standard 2, 2.6

Chapter 3 – What’s Good to Eat?

Kids Cook (Again)	Family and Consumer Sciences Standard 2, 2.6
Food Guide Pyramid	Family and Consumer Sciences, Nutrition and Wellness Standard 4, 4.1
Nutritional Grocery Shopping	Family and Consumer Sciences, Nutrition and Wellness Standard 4, 4.1

Chapter 4 – Guiding Behavior

(These are all Family and Consumer Sciences Standards)

Successful Interactions	Standard 2, 2.6
What’s the Problem? How Can We Solve It?	Standard 2, 2.6

Chapter 5 – My Family, My Life

(These are all Family and Consumer Sciences, Life and Careers Standards)

Making Choices	Standard 1, 1.2
Growing in Your World... Working with Children	Standard 3, 3.3
Growing in Your World... Agencies, Organizations, and Programs	Standard 3, 3.2



Child Development Level D, Grades 10, 11, and 12

Chapter 1 – The Developing Child

(These are all Family and Consumer Sciences, Child Development and Parenting Standards)

Plan a Party	Standard 1, 1.1
Plan a Group Game	Standard 1, 1.1
Icebreakers	Standard 1, 1.1

Chapter 2 – Keeping Safe and Healthy

(These are all Family and Consumer Sciences, Early Childhood Education and Services Standards)

Seat Belt Safety	Standard 5, 5.2
Outdoor Safety	Standard 5, 5.2

Chapter 3 – What’s Good to Eat?

Favorite Food Pyramid	Family and Consumer Sciences, Nutrition and Wellness Standard 4, 4.1 Family and Consumer Sciences, Advanced Child Development Standard 3, 3.2
Playing Restaurant	Family and Consumer Sciences, Nutrition and Wellness Standard 4, 4.5 and Family and Consumer Sciences, Early Childhood Education and Services, Standard 4, 4.5

Chapter 4 – Guiding Behavior

(These are all Family and Consumer Sciences, Early Childhood Education and Services Standards)

Planning Developmentally Appropriate Activities	Standard 4, 4.1
The More We Get Together	Standard 6, 6.3

Chapter 5 – My Family, My Life

Let’s Make a Memory	Family and Consumer Sciences, Human Development and Family Wellness Standard 4, 4.5
Service Learning	Family and Consumer Sciences, Orientation to Life and Careers Standard 1, 1.2
Going My Way	Family and Consumer Sciences, Orientation to Life and Careers Standard 2, 2.1



Exhibit Information

Each year in Levels A and B, 4-H members should complete at least three activities, each from a different chapter. Within the two-year period for each level, they should have completed at least six activities, and at least one activity from each of the five chapters.

In Levels C and D, 4-H members should complete at least three activities each year, each from a different chapter. Within the three-year period for each level, they should have completed at least nine activities, and at least one activity from each of the five chapters.

What to Exhibit

4-H members should choose one of the following to exhibit.

1. They may design a 22 x 28-inch poster or a binder notebook that shows or tells what they did to complete one activity in their level.
2. They may create a display no larger than 36 x 36 x 36 inches using one of the activities from their project manual. They should complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 of each of the Child Development manuals and also on page 22 of this helper's guide. They should use a 5 x 8 index card or larger cardstock to create the card.
3. Action Demonstration – They may present an action demonstration for their project completion requirement.

Here are details for each exhibit option:

Poster:

- 22" x 28" posterboard displayed horizontally
- Stiff backing with clear plastic covering
- Identification label in lower right corner of poster giving name of 4-H member, club, grade, and year in project

Binder Notebook:

- Identification label on front of binder giving name of 4-H member, club, grade, and year in project
- Title page inside binder naming activity
- Pages of activity and explanation describing what 4-H member did or how it worked, etc., to follow title page
- Photographs are helpful to show the activity being used or assembled
- Optional: Plastic sheet protectors, page decorations, binder cover decoration, etc.

Display:

- May be table top or floor style, not to exceed 36" x 36" x 36"
- Must be self-supporting to be viewed by the public
- Include the Activity Card with your display.

Action Demonstration:

An action demonstration is a fun way to share what a 4-H'er has learned with others. The key is getting the audience involved in doing what the 4-H'er is doing, not just showing them. An action demonstration can be given anywhere there are a lot of people, such as a county or state fair, a shopping mall, or any community event. A 4-H meeting or a Junior Leader meeting is also a great place to give a demonstration.

An action demonstration can be on almost any topic. Here are some questions 4-H'ers should ask themselves when choosing a topic:

- Is it something that can be given in 3-5 minutes?
- Is it something that would interest the general public?
- Is there something “hands on” for the audience to do?
- Can the supplies for the “hands-on” activity be used over and over again, or will they have to be replaced every time? (Note: If they have to be replaced, this will add to the cost.)

A demonstration should last about 3-5 minutes, and the 4-H'er may need to do it over and over with many different people. There is no prepared speech in an action demo; it is a two-way conversation. The goal is to involve the audience, and a 4-H'er can do this by having them:

- Do what the 4-H'er is doing.
- Play a game.
- Answer questions.
- Do a hands-on-activity.

A checklist for a good action demonstration is on page 39 of each of the Child Development manuals and also on page 21 of this helper's guide.



Working With Youth

Youth need your support and guidance to grow and learn. It is important for them to take ownership for their own learning. Every child is unique and has his or her own natural gifts and talents to be nurtured. You have the opportunity to support and nurture those gifts.

Child growth and development follows predictable stages. Each stage includes characteristics common to that age level. It is important to remember that children develop at their own pace, and all characteristics will not be observed in all children at the same ages. As children move through various stages, helping strategies should change along with the children.

Youth will be more successful if you build on what they already know and can do. Building on their strengths and creating a positive environment will help ensure success. The following Extension Web site will help you support youth in their learning and development:

National Network for Child Care, <http://www.nncc.org/homepage.html>

The site has information about growth and development, working with youth, activities, articles and resources, an e-mail forum, conferences and events, newsletters, child care resources by state, and more.

Type in “ages and stages” or “children” under Search.



Other Helpful Sites

1. Indiana Youth Institute (IYI). Serving Those Who Work with Youth. <http://www.iyi.org/>

Growth and development resources, programs, conferences, workshops, trainings, grant tips, free IYI weekly update newsletter, college and career counseling initiative Web site, technology resource guide, and more. The Virginia Beall Ball Library is an online library with books, journals, reports, video and audio tapes, and curriculum guides.

2. Search Institute. <http://www.search-institute.org>

Practical research benefiting children and youth. Child development, developmental asset information, research, catalog, publications, training, conferences, conferences, etc.

3. Kids Source Online. <http://www.kidsource.com>

Information on newborns, toddlers, preschoolers, articles, free newsletter, education, health, recreation, forums, parent and family information, etc.

Youth Learning Characteristics

Source: Fantastic Foods 4-H curriculum,
www.four-h.purdue.edu/foods/Youth Learning Characteristics.htm

Below is a list of characteristics that are common to children in five age-graded levels. Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age or in the same grade. But you should find this outline helpful as you work with youth of different ages.



Grades K - 2

- Short attention spans make “hands-on” activities a must for this grade level. Activities divided into small pieces or steps with physical activity in between work best.
- Very concrete thinkers, they do best with activities in which they are both doing and seeing things.
- Have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes.
- Cannot separate themselves from the project or activities and view any evaluation as a reflection on them. Therefore, avoid competition or activities that select a single winner or best person.
- Enjoy working in small groups with plenty of adult attention.
- Both boys and girls are usually more concerned with the “doing of a project” rather than the completion and/or comparison of a project. Select activities that can be completed successfully by the child.

Grades 3-4

- Active, full of energy, and anything but quiet. Activities should encourage physical involvement.
- Interests may change often, jumping from one thing to another. Activities divided into small pieces or steps work best.
- Fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening).
- Just beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, fun or boring (very little middle ground).
- Look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes.
- Individual evaluation is preferred over group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do to be better next time. They are easily embarrassed about doing either better or worse than their friends.
- Beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the leader or parent rather than from the value of the activity itself.

Grades 5-6

- Growth spurts may begin at this age, with girls maturing faster than boys. These rapid changes may make some youngsters uncomfortable with their changing body images.
- As puberty approaches, a roller coaster ride of hormones and emotions begins, presenting a major challenge to a young person's self-concept.
- Faced with so many changes they hardly know who they are. They begin to test values and identities and seek adults who are accepting and willing to talk about values and morals.
- Desiring a sense of independence from parents, they are concerned about being liked by friends. Opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities.
- Moving from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas.
- Adults should continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be part of something that is important and that provides an opportunity to develop responsibility.

Grades 7-9

- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Since many are becoming aware of their own special abilities and talents, this is a good time for introducing them to leadership roles.
- As they begin to think about the future and make realistic plans, their vocational goals often influence the activities they select.
- Mastering abstract thinking, they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feelings of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader's role should be that of advisor/coach.

Grades 10-12

- Finishing up high school and moving on towards college, job, or marriage.
- Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- In most cases, they determine their own schedule, and only general directions are needed when they are assigned familiar tasks.
- Close relationships develop as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance.
- Adults no longer control activities, but should serve as resource people, helping to stimulate teens' thoughts.



Helping Youth Develop a Positive Self-Concept



Source: Fantastic Foods 4-H curriculum,
www.four-h.purdue.edu/foods/Helping Youth Develop a Positive Self Concept.htm

Self-concept is who we think we are, the picture we have of ourselves, plus the picture we think others have of us. Self-concept plays an important part in our overall wellness. It affects the ways we look at our body, how we express ourselves and interact with our friends, and it even influences how we make decisions. The potential for a positive self-concept lies within each of us. Self-concepts can be changed. They are not carved in stone.

A person with a positive self-concept does not necessarily have more skills than a person with a poor self-concept. But having a positive self-concept helps when youth are faced with today's critical health issues. Therefore, one of the most important things you can do as you work with youth is to help them develop a positive self-concept. Here are a few tips to start you on your way.

1. Focus on the INDIVIDUAL

- Treat each youth's ideas with respect and help them treat others with respect.
- Identify and recognize each youth's strengths. Every level of the Child Development curriculum has activities that help youth recognize their self-worth and uniqueness. As youth do these activities, make a conscious effort to reinforce those unique qualities.
- Listen to your ears and your heart. Use facial expressions, eye contact, and body language that say, "I'm listening, because I know it is important to you."
- Take the time to recognize each youth. "I'd like to give a special award to Tyson, who was always willing to stick around and help clean up after meetings."



2. Facilitate SELF-PRAISE

- Help youth learn how to use self-praise. Self-praise is not bragging. It's comparing your own accomplishments to your past performance. Look at these two examples: Bragging: "I can run faster than anybody else in our group!" Self-praise: "I feel very good about my running skills. I'm improving each day."
- Set an example by saying nice things about yourself.

3. Promote individual **RESPONSIBILITY FOR CHOICES**

- Help youth realize that they have control over what gets done. Work with them to develop a time management plan.

4. Help youth set **REALISTIC GOALS**

- Encourage youth to only take on what they can reasonably accomplish. Don't let them set themselves up for failure by taking on more than they can complete.
- Encourage youth to break down large project goals into smaller steps.

5. Emphasize the **POSITIVE**

- Be sure to include behavior when you praise a youth. "The group really liked the activity you led." "You have some good leadership qualities," NOT JUST "You did a good job."
- Give "I-You" messages. An I-You message contains all these elements:
 - A specific behavior or event.
 - The effect that behavior has on the individual.
 - The feeling that resulted. "I'm so proud of you. You went the extra mile by helping Jennifer and Sara with that activity."
- Begin constructive criticism with a positive message of encouragement.

6. Establish a warm, comfortable **ENVIRONMENT**

- Make your project meeting place an inviting place with music playing and activities for youth as they arrive.
- Make every member feel welcome and sho



Child Development Activity Web Sites

The following Web sites are excellent resources to support youth as they create projects and activities when working with children. They also provide information and activities for helpers, parents, and others who want ideas for working with children. Unless otherwise noted, each Web site covers infant-toddler, preschool, and school-age children.



The Perpetual Preschool, <http://www.perpetualpreschool.com/>

Everything Preschool, <http://www.everythingpreschool.com/>

Preschool Rainbow – Activity Central, <http://www.preschoolrainbow.org/>

Kinder Art, <http://www.kinderart.com/>

The Activity Idea Place, <http://www.123child.com/>

Daycare Provider’s Home Page, <http://www.icomm.ca/daycare/>

Preschool Education, <http://www.preschooleducation.com>

Enchanted Learning, <http://www.enchantedlearning.com>

Amazing Moms, http://www.amazingmoms.com/htm/boredom_busters.htm

A to Z Teacher Stuff, <http://www.atozteacherstuff.com/>

Berit’s Best Sites for Children, <http://www.beritsbest.com/>

Billy Bear’s Playground, <http://www.billybear4kids.com>

CanTeach, <http://www.canteach.ca>
(school-age only)

Child Care Friends, <http://www.childcarefriends.com>

ChildFun Family Website, <http://www.childfun.com>

The Discovery Channel, <http://www.discovery.com>

Early Childhood Education Web Guide, <http://www.ecwebguide.com>





Activity Plan Card

Activity Name _____

Materials Used _____

Activity Procedures or Instructions _____

Other Information _____



Child Development Score Sheet 4-H-978-W

Name _____

County _____ Number _____

Name of Exhibit
or Activity _____

	Excellent	Good	Needs to Improve
Subject			
As outlined in manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well-developed; shows effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Appearance			
Attracts interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Original; creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good use of color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplishes purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workmanship			
Lettering uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity Plan Card included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Answer Keys

Hazard Hunt – Level A, Activity 2B

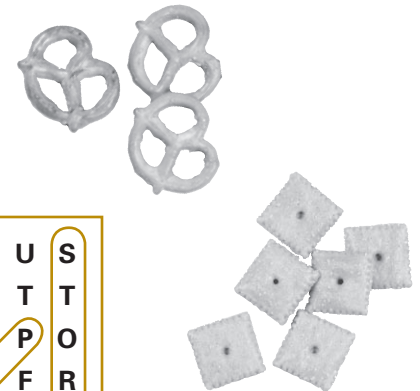
The cartoon shows 13 hazards to children:

1. Lamp cord plugged in across the center of the room
2. Scissors accessible to little hands
3. Matches accessible to little hands
4. Glass mirror accessible to little hands
5. Toys falling out of the closet
6. Marbles on the floor
7. Unprotected outlets
8. Slippery rug on the floor
9. Live plant
10. Blind cord hanging down too low
11. Plugged in curling iron unattended
12. Household cleaners exposed and accessible to kids
13. Open staircase



Illustration by Paul Sharp

Healthy Snacks Word Search – Level A, Activity 3C



- APPLES
- CARROTS
- MILK
- YOGURT
- BANANAS
- BREAD
- CRACKERS
- POTATOES
- GREENBEANS
- PRETZELS